



## Bethany Elementary

337 Maynard Grayson  
Clover, South Carolina

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	333 Students	
<b>Principal</b>	Cathy P. McCarter	803-810-8800
<b>Superintendent</b>	Dr. Marc Sosne	803-810-8006
<b>Board Chair</b>	Steve Brown	803-222-9274

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Excellent	Average
2006	Good	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

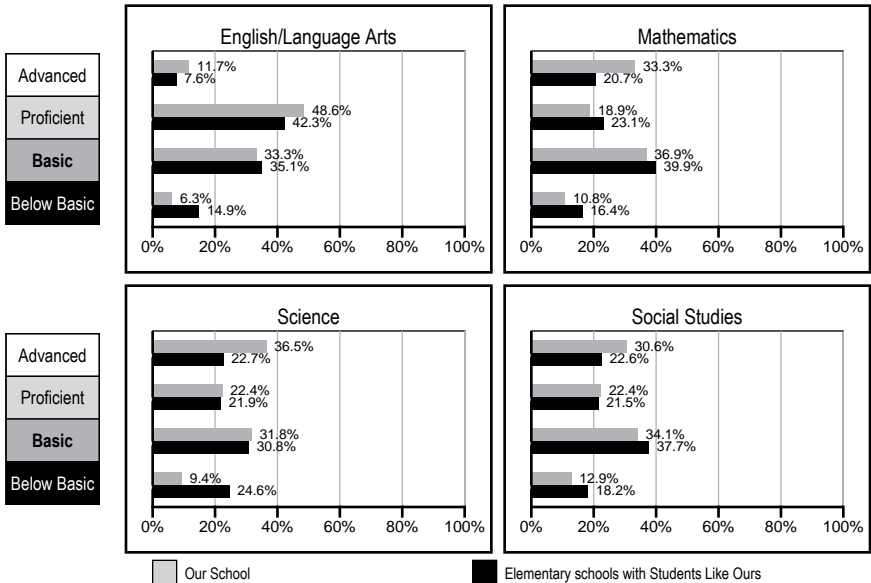
94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	30	55	4	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=333)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.9%	2.2%	2.3%
Attendance rate	96.0%	Down from 96.2%	96.4%	96.3%
Eligible for gifted and talented	19.5%	Down from 20.2%	14.6%	10.4%
With disabilities other than speech	5.6%	Up from 5.4%	7.0%	7.5%
Older than usual for grade	0.0%	No Change	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	70.4%	Down from 73.1%	57.1%	56.7%
Continuing contract teachers	85.2%	Down from 92.3%	79.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 87.7%	89.2%	86.4%
Teacher attendance rate	94.6%	Up from 93.3%	94.9%	94.9%
Average teacher salary	\$51,848	Up 4.0%	\$46,070	\$45,345
Professional development days/teacher	13.2 days	Down from 16.3 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 18.1 to 1	19.3 to 1	18.5 to 1
Prime instructional time	88.6%	Up from 87.4%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$11,823	Up 24.0%	\$6,412	\$7,052
Percent of expenditures for instruction*	66.5%	Up from 62.9%	69.6%	69.1%
Percent of expenditures for teacher salaries*	62.9%	Up from 60.8%	65.7%	64.2%

\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

Bethany Elementary School's success is grounded in a strong, positive school/community culture and an excellence in teaching and learning. Our culture thrives on common values, traditions, and ceremonies that exemplify the significance we place on the teaching/learning environment. Our strong culture is a unifying force for students, parents, faculty, and staff.

The faculty and staff at Bethany are committed to high levels of student achievement. This commitment is seen in the achievement of all students. As a school, we know that the relationships we develop with our students and the quality of instruction we provide will create an optimal learning environment for our children. Because of this, a focus on student engagement has been established at our school. Bethany students continue to score above the state average on the Palmetto Achievement Challenge Tests. In addition, Bethany School has been recognized by the Education Oversight Committee for closing the achievement gap for the past six years.

The interpretation of student data is an important part of daily instruction at Bethany. MAP, PACT, and running records are some of the results used to provide targeted instruction for students. Teachers conduct conferences with students to discuss individual MAP results and to set goals for progress. As a result, students are aware of the standards they are expected to master and become more responsible, active participants in their learning.

Providing employees with encouragement, resources, and time for planning and reflection is an important part of the teaching/learning culture at Bethany. In addition to daily common grade level planning, special planning days, known as Bethany SD Days, have been periodically worked into the schedule. During these SD Days, students participate in special activities planned at the school while teachers work at grade level and across grade levels to study student data and plan instruction. SD Days allow teachers more sustained time for interpretation of data, planning, and reflection.

While academics are our focus, opportunities to experience success beyond the classroom are available through other avenues such as student council, safety patrol, art club, and chorus. A morning television program is fully produced and operated by our students. Students support their community through their participation in service learning projects such as Jump Rope for Heart, holiday food drives, and recycling projects. Character education is a very important part of our school with administrators and teachers emphasizing a new character trait each month. The affirmation of students' work is an important tradition at Bethany. Each year, a special celebration of student work is held. During this celebration, parents and community members learn about the quality of instruction provided, and students select and share work that they have completed throughout the year.

We are proud of the success of our students at Bethany!

Cathy P. McCarter, Principal Jack Grier, SIC Chair

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	27	56	48
Percent satisfied with learning environment	96.3%	89.1%	100.0%
Percent satisfied with social and physical environment	100.0%	89.1%	97.9%
Percent satisfied with school-home relations	92.6%	88.9%	97.8%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	113	100	6.3	33.3	48.6	11.7	70.3	61.8	48.2	Yes	Yes
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**Gender**

Male	55	100	3.8	39.6	45.3	11.3	66	54.7	41.7	N/A	N/A
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Female	58	100	8.6	27.6	51.7	12.1	74.1	69.2	55	N/A	N/A
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**Racial/Ethnic Group**

White	101	100	6.1	33.3	49.5	11.1	69.7	64.7	60	Yes	Yes
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African American	6	I/S	I/S	I/S	I/S	I/S	I/S	38.7	31.7	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	69.8	70.4	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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**Disability Status**

Disabled	13	100	30.8	38.5	30.8	0	38.5	18.9	16	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	54.4	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	47	100	13	43.5	39.1	4.3	58.7	41	34	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	113	100	10.8	36.9	18.9	33.3	63.1	63.3	45.8	Yes	Yes
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**Gender**

Male	55	100	5.7	37.7	26.4	30.2	73.6	63.2	45.6	N/A	N/A
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Female	58	100	15.5	36.2	12.1	36.2	53.4	63.4	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	101	100	12.1	34.3	19.2	34.3	64.6	66.6	59	Yes	Yes
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African American	6	I/S	I/S	I/S	I/S	I/S	I/S	37.2	26.9	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	72.1	71.3	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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**Disability Status**

Disabled	13	100	46.2	23.1	23.1	7.7	30.8	23.7	17.1	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	56.1	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	47	100	15.2	47.8	23.9	13	50	44.1	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

# PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	86	100	9.4	31.8	22.4	36.5	58.8	53.5	35.7	96	96.3
Gender											
Male	43	100	2.4	40.5	19	38.1	57.1	52.1	37.4	96	96.3
Female	43	100	16.3	23.3	25.6	34.9	60.5	54.9	33.8	96	96.3
Racial/Ethnic Group											
White	76	100	9.3	29.3	22.7	38.7	61.3	57.2	49.2	95.9	96.2
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	23.5	17	96.4	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7	58	95.2	97.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	39.6	24.9	98.8	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.9	95.2
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	21	14	96.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	24.4	95.9	97.3
Socio-Economic Status											
Subsided meals	35	100	11.4	51.4	11.4	25.7	37.1	32.5	21.1	95.2	95.3
Social Studies											
All Students	87	100	12.9	34.1	22.4	30.6	52.9	47.4	34	96	96.3
Gender											
Male	44	100	9.5	31	19	40.5	59.5	50.7	36.6	96	96.3
Female	43	100	16.3	37.2	25.6	20.9	46.5	44	31.3	96	96.3
Racial/Ethnic Group											
White	76	100	14.9	32.4	20.3	32.4	52.7	49.4	44.5	95.9	96.2
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	28.8	19.1	96.4	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60	58.9	95.2	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	40.9	27.5	98.8	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.9	95.2
Disability Status											
Disabled	11	100	27.3	45.5	18.2	9.1	27.3	14.7	14.4	96.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	95.9	97.3
Socio-Economic Status											
Subsided meals	41	100	17.5	42.5	22.5	17.5	40	28.4	21	95.2	95.3

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	56	100	3.6	25.5	52.7	18.2	70.9
	4	53	100	3.8	34.6	50	11.5	61.5
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	53	100	5.8	34.6	50	9.6	59.6
	4	60	100	6.8	32.2	47.5	13.6	61
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	56	100	7.3	45.5	27.3	20	47.3
	4	53	100	3.8	26.9	36.5	32.7	69.2
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	53	100	13.5	42.3	13.5	30.8	44.2
	4	60	100	8.5	32.2	23.7	35.6	59.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	28	100	17.9	32.1	32.1	17.9	50
	4	53	100	11.5	23.1	26.9	38.5	65.4
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	26	100	7.7	34.6	26.9	30.8	57.7
	4	60	100	10.2	30.5	20.3	39	59.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	28	100	0	37	33.3	29.6	63
	4	53	100	7.7	40.4	15.4	36.5	51.9
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	27	100	19.2	38.5	19.2	23.1	42.3
	4	60	100	10.2	32.2	23.7	33.9	57.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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N/R–Not Reported

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